

Wayne Community College Program Review – 2024-2025

Name of Program: Associate in Science

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The mission of the Associate in Science Degree Program is to offer the academic requirements necessary to complete an Associate in Science Degree, as well as prepare students for transfer to a four-year institution.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

No revision is necessary.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

(Goal 1) The Associate in Science degree program is part of the Arts & Sciences Division at Wayne Community College, which is an open-door admissions community college. Students representing each of Wayne County's public and private high schools attend each semester.

(Goal 2) The Associate in Science degree program, along with the Arts & Sciences Division, are committed to ensuring program excellence. The college's Vision and Mission Statements as well as Core Values are aligned with the Associate in Science degree program and Arts & Sciences Division through the qualified faculty and educational opportunities, both inside and outside of the classroom.

(Goal 3) The faculty within the Associate in Science degree program strive to assist and prepare students for success. Organizations such as the Phi Theta Kappa Honor Society, Scholars of Global Distinction, and WCC Honors Program represent both an institutional and division-wide commitment to academic excellence and success for our students.

(Goal 4) Three of the seven North Carolina Community College System's performance measures are primarily attached to the Arts & Sciences Division, which includes the Associate in Science program. Those measures include curriculum math student success, curriculum English student success, and college transfer student

success. Wayne Community College is regularly in the top 25% of all 58 North Carolina Community Colleges for these three measures.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Associate in Science
Pathway	Associate in Science Pathway

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
COM 110 – Intro to Communication	Fall 2022 – Updated (Deleted local prerequisite)
COM 120 – Intro to Interpersonal Communication	Fall 2022 – Updated (Deleted local prerequisite)
COM 140 – Intro to Intercultural Communication	Fall 2022 – Updated (Deleted local prerequisite)
COM 231 – Public Speaking	Fall 2022 – Updated (Deleted local prerequisite)
BIO 275 – Microbiology	Spring 2023 – Updated (Deleted local prerequisite)
HSE 110 – Introduction to Human Services	Fall 2023 – Updated (Added Course to Program)
MUS 121 – Music Theory I	Fall 2023 – Updated (Added Course to Program)
MUS 122 – Music Theory II	Fall 2023 – Updated (Added Course to Program)
MAT 025 – Concepts of Essential Math/Stat	Fall 2024 – Updated (Added new Course)
MAT 035 – Concepts of Algebra	Fall 2024 – Updated (Added new course)
ENG 025 – College English Skills	Fall 2024 – Updated (Added New Course)
ENG 025 – College English Skills	Fall 2024 – Updated (Added local corequisite)
MAT 175 – Precalculus	Fall 2024 – Updated (Added new course and local prerequisite)
MAT 271 – Calculus I	Fall 2024 – Updated (Add new state prerequisite)
ENG 111 – Writing and Inquiry	Fall 2024 – Updated (Deleted state corequisite and added local prerequisite)
ART 114 – Art History Survey I	Fall 2024 – Updated (Added local prerequisite)
ART 115 – Art History Survey II	Fall 2024 – Updated (Added local prerequisite)
HIS 111 – World Civilizations I	Fall 2024 – Updated (Added local prerequisite)
HIS 112 – World Civilizations II	Fall 2024 – Updated (Added local prerequisite)
HIS 116 – Current World Problems	Fall 2024 – Updated (Added local prerequisite)
HIS 121 – Western Civilization I	Fall 2024 – Updated (Added local prerequisite)
HIS 122 – Western Civilization II	Fall 2024 – Updated (Added local prerequisite)
HIS 131 – American History I	Fall 2024 – Updated (Added local prerequisite)
HIS 132 – American History II	Fall 2024 – Updated (Added local prerequisite)
HIS 221 – African American History	Fall 2024 – Updated (Added local prerequisite)
POL 120 – American Government	Fall 2024 – Updated (Added local prerequisite)

PSY 150 – General Psychology	Fall 2024 – Updated (Added local prerequisite)
SOC 210 – Intro to Sociology	Fall 2024 – Updated (Added local prerequisite)
SOC 213 – Sociology of the Family	Fall 2024 – Updated (Added local prerequisite)
SOC 220 – Social Problems	Fall 2024 – Updated (Added local prerequisite)
SOC 225 – Social Diversity	Fall 2024 – Updated (Added local prerequisite)
HUM 115 – Critical Thinking	Fall 2024 – Updated (Deleted state prerequisite and added local prerequisite)
ECO 251 – Principles of Microeconomics	Fall 2024 – Updated (Added local prerequisite)
ECO 252 – Principles of Macroeconomics	Fall 2024 – Updated (Added local prerequisite)
MAT 143 – Quantitative Literacy	Fall 2024 – Updated (Deleted state corequisite and state prerequisite, added local prerequisite)
MAT 152 – Statistical Methods I	Fall 2024 – Updated (Deleted state corequisite and state prerequisite, added local prerequisite)
MAT 171 – Precalculus Algebra	Fall 2024 – Updated (Deleted state corequisite and state prerequisite, added local prerequisite)
MAT 280 – Linear Algebra	Fall 2024 – Updated (Changed local prerequisite)
ACC 120 – Principles of Financial Accounting	Fall 2024 – Updated (Deleted local prerequisite)
PHY 251 – General Physics I	Fall 2024 – Updated (Deleted state corequisite)

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

Many state level prerequisites and corequisites were deleted or updated to align with the new Developmental Education Reform through the NCCCS which added three new courses: ENG 025, MAT 025, and MAT 035. Also, several new courses for electives were added.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	11/28/2022	The committee met with the counselors from WCPS as well as the Deans and Arts & Sciences Department Chairs, College Transfer Advising Center (CTAC) and the Career and College Promise staff. Deans highlighted specific degrees and certificates. Dr. Jenkins explained how the apprenticeships at WCC work and if students would like to shadow while in high school to contact Kristie Sauls. Lorie Waller (CCP) explained that the Associate in Engineering (AE) pathway had been deleted. She also explained the WCC Bison Benefit for students. Allyson Daly, spoke about the Scholars of Global Distinction Program. A brief discussion regarding the deletion of WP and WF was shared as well.
2023-2024	11/13/2023	The committee met with the counselors from WCPS as well as the Deans and Arts & Sciences Department Chairs, College Transfer Advising Center (CTAC) and the Career and College Promise staff. A brief overview of the Arts & Sciences Division was explained. The CTAC provides advising and registration support for all students. The benefits of attending WCC were discussed (small class size, cost, support services, etc.) The FAFSA is the first step to paying for college. Scholarship

		opportunities were discussed (Bison Benefit). Apprenticeships as well as Transfer Opportunities and University Partnerships were shared. CCP data was discussed. Lynn Mooring from Partnership Teach provided details regarding the ECU partnership. Kelli Hamm, WCC EPP Campus Director, shared the joint effort between WCPS, NC DPI, WCC, and NCCCS to be able to assist with the licensure of teachers. Allyson Daly and Lynn Swafford discussed the Global Distinction Program and the Honors Program, respectively.
2024-2025	9/19/2024	The committee met with the counselors from WCPS as well as the Deans and Arts & Sciences Department Chairs, College Transfer Advising Center (CTAC) and the Career and College Promise staff. Camp options for high school students were shared. WCC is switching to BibliU for textbook needs. There will be a vocal festival this fall. Allyson Daly shared information about the Renaissance Magazine, Global Distinction Program, and the Honors Program. Katina Davis shared information about the HS Math contest at the Wayne County Fair. Ralph Benedetto discussed the different offerings in the science department and the great work that the science club has been doing with water quality testing for NC Sound Rivers. Upcoming events were shared including Senior Night, Trunk or Treat, ECU Let's Connect, Wayne County Reads, and the WCC Foundation Lecture Series. Partnership Teach, the EPP Program, Teacher Cadet information was provided as well. CTAC information was shared as well as the University Partnerships, articulation agreements, and the New Transfer Guides. Importance of FAFSA was discussed.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

The Associate in Science degree program is well poised to maintain program relevance. As noted previously, three of the seven North Carolina Community College System performance measures (i.e., curriculum math, curriculum English, and college transfer student success) are primarily attached to the Arts & Sciences Division, and Wayne Community College is regularly ranked in the top 25% of North Carolina Community Colleges which are assessed on these performance measures. The College Transfer Performance measure is an index score based on the percentage of graduating exiters and non-graduating transfer program exiters completing 30 or more transfer credits who enroll at a four-year university or college within two academic years following community college exit. Wayne Community College consistently performs well in this category as well and continues to partner with public, private, and independent universities to provide more transfer support and options for our students. While several Institutional Service Agreements (ISA) have been signed over the last few years, there may be future opportunities, like the ISA with Wilson Community College to offer Biotechnology classes beginning Fall 2026.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 330 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 335

Target: 340

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	365
2022-2023	314
2023-2024	312

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	33	9.0%	37	11.8%	31	9.9%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	4	1.1%	2	0.6%	1	0.3%
Caucasian, Female	104	28.5%	84	26.8%	91	29.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	47	12.9%	47	15.0%	52	16.7%
Two or More Races, Female	12	3.3%	4	1.3%	4	1.3%
Unknown, Female	8	2.2%	3	1.0%	3	1.0%
Female Total	208	57.0%	177	56.4%	182	58.3%
African American, Male	23	6.3%	28	8.9%	25	8.0%
American Indian/Alaskan Native, Male	1	0.3%	1	0.3%	0	0.0%
Asian, Male	9	2.5%	10	3.2%	5	1.6%
Caucasian, Male	95	26.0%	77	24.5%	76	24.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	1	0.3%
Hispanic/Latino, Male	18	4.9%	14	4.5%	19	6.1%
Two or More Races, Male	8	2.2%	5	1.6%	3	1.0%
Unknown, Male	3	0.8%	2	0.6%	1	0.3%
Male Total	157	43.0%	137	43.6%	130	41.7%
Total	365	100.0%	314	100.0%	312	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	2	0.5%	3	1.0%	5	1.6%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	2	0.6%	0	0.0%
Asian, Under the age of 18	3	0.8%	0	0.0%	1	0.3%
Caucasian, Under the age of 18	47	12.9%	46	14.6%	41	13.1%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	3	0.8%	6	1.9%	8	2.6%
Two or More Races , Under the age of 18	4	1.1%	2	0.6%	3	1.0%
Unk nown, Under the age of 18	1	0.3%	0	0.0%	0	0.0%
Under the age of 18 Total	60	16.4%	59	18.8%	58	18.6%
African American, 18-24	42	11.5%	49	15.6%	34	10.9%
American Indian/Alaskan Native, 18-24	1	0.3%	1	0.3%	0	0.0%
Asian, 18-24	6	1.6%	9	2.9%	5	1.6%
Caucasian, 18-24	118	32.3%	97	30.9%	99	31.7%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	56	15.3%	49	15.6%	52	16.7%
Two or More Races , 18-24	12	3.3%	4	1.3%	2	0.6%
Unk nown, 18-24	9	2.5%	5	1.6%	3	1.0%
18-24 Total	244	66.8%	214	68.2%	195	62.5%
African American, 25-44	12	3.3%	11	3.5%	14	4.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	4	1.1%	1	0.3%	0	0.0%
Caucasian, 25-44	32	8.8%	17	5.4%	26	8.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	1	0.3%
Hispanic/Latino, 25-44	6	1.6%	6	1.9%	11	3.5%
Two or More Races , 25-44	4	1.1%	3	1.0%	1	0.3%
Unk nown, 25-44	1	0.3%	0	0.0%	0	0.0%
25-44 Total	59	16.2%	38	12.1%	53	17.0%
African American, 45-64	0	0.0%	2	0.6%	3	1.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	0.5%	1	0.3%	1	0.3%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races , 45-64	0	0.0%	0	0.0%	1	0.3%
Unk nown, 45-64	0	0.0%	0	0.0%	1	0.3%
45-64 Total	2	0.5%	3	1.0%	6	1.9%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races , 65+	0	0.0%	0	0.0%	0	0.0%
Unk nown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	365	100.0%	314	100.0%	312	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Approximately 60% of the population is female and 40% of the population is male which is in line with national trends.

For a variety of social and educative reasons, males overall are not entering or completing degrees in the US college or universities systems in as great a number as females. Only 40% of the nation’s university and college students are male, while 60% are female. These numbers are reflected specifically at WCC where just over 40% of AS students are male and nearly 60% are female.

Trends over time: The total enrollment has decreased. The overall gender balance remained stable. The under 18 enrollments slightly decreased and the 18 – 24 group decreased the most in regard to age groups. The 25-44 age group decreased slightly in 2022-2023 but rebounded in 2023-2024.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Participate in marketing and recruiting events.	Attendance at Senior night and CCP showcase will be tracked.

Outcome #2: Retention

Baseline: 46.6 % *(Average of last three years – 2021-22; 2022-23; 2023-24; program retention)*
Standard: 48 %
Target: 49 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	47.3%
Fall 2022 to Fall 2023	47.1%
Fall 2023 to Fall 2024	45.4%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	7	5.6%	9	8.7%	6	6.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	3	2.4%	0	0.0%	0	0.0%
Caucasian, Female	41	32.8%	32	30.8%	27	27.3%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	15	12.0%	14	13.5%	16	16.2%
Two or More Races, Female	3	2.4%	3	2.9%	1	1.0%
Unknown, Female	6	4.8%	2	1.9%	1	1.0%
Female Total	75	60.0%	60	57.7%	51	51.5%
African American, Male	5	4.0%	10	9.6%	8	8.1%
American Indian/Alaskan Native, Male	1	0.8%	1	1.0%	0	0.0%
Asian, Male	3	2.4%	4	3.8%	2	2.0%
Caucasian, Male	29	23.2%	19	18.3%	30	30.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	5	4.0%	5	4.8%	6	6.1%
Two or More Races, Male	4	3.2%	3	2.9%	1	1.0%
Unknown, Male	3	2.4%	2	1.9%	1	1.0%
Male Total	50	40.0%	44	42.3%	48	48.5%
Total	125	100.0%	104	100.0%	99	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	1	0.8%	1	1.0%	2	2.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	2	1.6%	1	1.0%	0	0.0%
Caucasian, Under the age of 18	28	22.4%	15	14.4%	13	13.1%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	1	0.8%	2	1.9%	2	2.0%
Two or More Races, Under the age of 18	2	1.6%	1	1.0%	0	0.0%
Unknown, Under the age of 18	1	0.8%	0	0.0%	0	0.0%
Under the age of 18 Total	35	28.0%	20	19.2%	17	17.2%
African American, 18-24	9	7.2%	15	14.4%	12	12.1%
American Indian/Alaskan Native, 18-24	1	0.8%	1	1.0%	0	0.0%
Asian, 18-24	4	3.2%	2	1.9%	2	2.0%
Caucasian, 18-24	37	29.6%	30	28.8%	37	37.4%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	19	15.2%	14	13.5%	17	17.2%
Two or More Races, 18-24	4	3.2%	2	1.9%	1	1.0%
Unknown, 18-24	8	6.4%	4	3.8%	2	2.0%
18-24 Total	82	65.6%	68	65.4%	71	71.7%
African American, 25-44	2	1.6%	2	1.9%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	1.0%	0	0.0%
Caucasian, 25-44	3	2.4%	5	4.8%	7	7.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	3	2.9%	3	3.0%
Two or More Races, 25-44	1	0.8%	3	2.9%	1	1.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	6	4.8%	14	13.5%	11	11.1%
African American, 45-64	0	0.0%	1	1.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	1.6%	1	1.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	1.6%	2	1.9%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	125	100.0%	104	100.0%	99	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

The female retention decreased causing the overall retention to decrease. Male retention increased.

The retention rate from Fall 2021 to Fall 2024 overall has decreased. Interestingly, the ratio of females to males was about 60% to 40% in 2021 – 2022, respectively. In 2023 – 2024, the gender was very balanced. Caucasian students (both genders) formed the largest share.

To improve retention, a focus will be placed on giving students appointments for advising using new software purchased for the CTAC from a planning objective for 2022-2023.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Achievement Coaches will reach out to students who are underperforming academically to promote completion. Faculty will send early alerts using the referral form provided on the internal website as needed.	Number of Achievement Coaching Referrals
2	Participate in and host activities for current students.	Determine the number of students that participate in events hosted on campus such as Math Busters Exam Review, Global/Honors Showcase, Fine Arts Festival, Vocal Fest, and Student Services activities such as the Back to School Bash.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)

Baseline: 56 # *(Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)*
Standard: 60
Target: 63

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	56
2023-2024	49
2024-2025	62

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	1	1.8%	4	8.2%	5	8.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	1.8%	0	0.0%	2	3.2%
Caucasian, Female	12	21.4%	17	34.7%	16	25.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	7	12.5%	5	10.2%	11	17.7%
Two or More Races, Female	2	3.6%	0	0.0%	5	8.1%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	23	41.1%	26	53.1%	39	62.9%
African American, Male	5	8.9%	4	8.2%	2	3.2%
American Indian/Alaskan Native, Male	1	1.8%	0	0.0%	0	0.0%
Asian, Male	3	5.4%	2	4.1%	0	0.0%
Caucasian, Male	18	32.1%	11	22.4%	15	24.2%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	4	7.1%	6	12.2%	5	8.1%
Two or More Races, Male	2	3.6%	0	0.0%	1	1.6%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	33	58.9%	23	46.9%	23	37.1%
Total	56	100.0%	49	100.0%	62	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	5	8.9%	7	14.3%	5	8.1%
American Indian/Alaskan Native, 18-24	1	1.8%	0	0.0%	0	0.0%
Asian, 18-24	4	7.1%	1	2.0%	2	3.2%
Caucasian, 18-24	26	46.4%	25	51.0%	28	45.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	8	14.3%	9	18.4%	14	22.6%
Two or More Races, 18-24	3	5.4%	0	0.0%	5	8.1%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	47	83.9%	42	85.7%	54	87.1%
African American, 25-44	1	1.8%	1	2.0%	1	1.6%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	2.0%	0	0.0%
Caucasian, 25-44	3	5.4%	3	6.1%	3	4.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	5.4%	2	4.1%	1	1.6%
Two or More Races, 25-44	1	1.8%	0	0.0%	1	1.6%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	8	14.3%	7	14.3%	6	9.7%
African American, 45-64	0	0.0%	0	0.0%	1	1.6%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	1.8%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	1	1.6%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	1.8%	0	0.0%	2	3.2%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	56	100.0%	49	100.0%	62	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

- Increase in completers.
- Typically, higher percentage of females complete than males.
- Females are mostly Caucasian or Hispanic/Latino and males are mostly Caucasian.
- Most completers are 18 to 24.

Many students who are classified as Associate in Science degree program plan to transfer to a four-year institution without intending to graduate from WCC. The current Comprehensive Articulation Agreement (CAA) between the University of North Carolina System and North Carolina Community College allows students to easily transfer after their completion of the first 30 hours of the CAA. These first 30 hours are referred to as Universal General Education Transfer Courses (UGETC) and include an English sequence (6sh), two maths (8sh), two sciences (8sh), 9sh in Communications/Humanities/Fine Arts, and 6sh in Social/Behavioral Sciences. All new students are required to take ACA 122 which is a College Transfer Success course. This course allows students to research potential transfer institutions and complete their academic pathway for their remaining time at WCC as it relates to their intended transfer destination and potential academic major. Additionally, the Career & College Promise program has expedited the path to transfer by allowing students to complete an average of 18-24 hours while still in high school.

2025-2026 Action Items:

Ite m	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Academic Skills will provide academic support to students to ensure completion.	Academic Skills Referral Numbers
2	The Comprehensive Articulation Agreement (CAA) in ACA 122 will be emphasized to ensure students understand the transfer advantages of completing the degree.	Number of ACA 122 completers

Outcome #4: Budget FTE *(Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)*

Baseline: **194** # *(Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)*
Standard: **210**
Target: **219**

Budget FTE Year	Budget FTE
2022-2023	181.102
2023-2024	185.250
2024-2025	218.539

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

There was an unexpected increase in FTE which could be explained by a variety of socio-economic factors causing fluctuations in enrollment. The dual enrolled high school students, in many cases, were transitioned from Associate in Science to Associate in Arts. Since they are part-time, this could have affected both budget FTE numbers.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase budget FTE in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Increase the number of high school students each year, tracking CTE and CT pathways separately.	Number of students in the CCP program.
2	Participate in community marketing and recruiting events.	Number of events that faculty/staff participate in.

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)

There are no WBL-110 students within this program because that course is not in the prescribed curriculum guidelines from the North Carolina Community College System for the AS program. However, we plan to focus on career development through the new ACA 122 Course: Transfer and Career Success. In this course, students will develop career-oriented skills such as problem solving, teamwork, and professionalism based on the following student learning outcomes.

- Develop knowledge of careers and industry-specific information including the required educational level, career outlook, and salary ranges specific to careers in North Carolina.
- Identify the steps needed to develop career application materials, such as cover letters, portfolios, and resumes.
- Create an individualized, strategic academic plan for transferring and/or beginning a career including a course sequence to meet the student's goals, utilization of transfer guides, and identification of internship or work-based learning opportunities.
- Identify essential community college resources (such as financial aid, advising, tutoring, etc.) and various learning strategies (such as note-taking, test-taking, time management, etc.) for student success in and beyond the community college.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development.	Assessment of Action Items (How will you assess the results of action items?)
1	Enroll students into the new ACA 122: Transfer and Career Success early in their academic journey. Successful completion of the course will ensure development of career-oriented skills.	Track the number of students that successfully complete ACA 122 each year.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

PLO assessments are done on a rotating three-year plan. That data is used to help determine areas of strengths, weaknesses, and opportunities for each program.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	Equip Biology Lab and Classroom	Objective was submitted in the 2021-22 cycle and was funded but carried forward due to equipment and installation delays. <u>2022-23 Status Report:</u> There was an increase in successful completion of the lab with an average of greater than 90%, including at least one student with 100%. Lab practical grades increased with an average exceeding 70%. <u>2022-23 Use of Results:</u> Since the results have met or exceeded expectations, the use of the equipment and supplies to help prepare students for practical exams and to increase student understanding of lab materials will continue.
2024-25	Electrothermal Mel-Temp™ Digital Melting Point Apparatus	Based on limited funds, this objective was not approved for funding. This remains a funding priority for the science department, and we intend to resubmit for the 2025-26 planning and budget cycle.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

Electrothermal Mel-Temp™ Digital Melting Point Apparatus was submitted to provide students with up-to-date technology for lab experiments.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

- At present, the number of faculty members needed to provide instruction in AA classes is adequate to meet demands with one exception: Science. At present, this position lacks a full-time instructor in both Biology and Chemistry, but the positions are currently in the hiring process.
- Should enrollment numbers rise in the future, it will be necessary to add either more adjunct or full-time faculty to cover instructional needs. Positions vacated by full-time faculty have, over the last year, often not been replaced due to budget shortfalls.

- The Arts & Science division has lost two administrative assistant positions due to resignation/retirement and there were no re-hires due to budget constraints. The number of administrative assistants serving six departments and one Dean has been reduced to three. We need to refill those positions by restoring five administrative assistants in Arts and Science. Additionally, two of the three current administrative assistants have many years of experience and may leave or retire within the next three years. Filling the two positions soon would allow for training and continuity of services.

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

All programs in the Arts and Sciences Division need classroom and lab space. Additional science labs, especially A&P are needed for instruction. There is no dedicated space for English and only one full size classroom for mathematics. Faculty members from these departments float across campus utilizing available space in WLC, Azalea, Spruce, Magnolia, Holly, and Dogwood. The Hum/FA/SS department utilizes classrooms in Azalea and other buildings when Azalea's space is maximized. A stand-alone building for Arts & Sciences was a high priority in the Master Plan developed in 2016; however, two other buildings have been built instead. The space vacated in older buildings was not repurposed for A&S classes.

Some recommendations for improving the physical needs of AS programs include:

- Facilities should be appraised yearly to keep up with changing technological demands and spaces that are conducive to teaching using best practices.
- A large classroom for up to 60 students.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

Associate in Science program potential academic/student support services needs over the next three years:

- The CTAC needs a full-time Administrative Assistant who can support students with advising and registration needs.
- The hours for testing in the Academic Testing Center need to be increased for student accessibility and walk in testing.
- Online and face-to-face tutoring from the ASC is an excellent resource for students. Additional tutors in Math, Science, Foreign Language, and Social Sciences are always needed.
- Faster and reliable internet on campus and in areas such as Academic Skills Center for students.

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

- Strengths include the experience and degrees of faculty members along with an encouraging and dedicated staff, all available to assist with learning and resources. The open computer lab and study areas in the library are greatly improved. The Academic Skills Center redesign provides greater resources and capacity to serve more students effectively. The administration is supportive of the College Transfer Program. The CCP program is still growing each year. The Global/Honors Programs are continuing to grow and cooperate, offering students opportunities to explore real academic research and bring talent streams to our campus.
- One weakness is the lack of classroom and lab space. Faculty salaries make recruiting difficult since other community colleges have a pay scale that is higher than ours.
- Opportunities include additional agreements with other colleges (ISAs), transfer opportunities, and partnerships with other educational institutions to ensure student success.

Review prepared and submitted by: (Please list name(s) and titles)

Katina Davis, Mathematics Department Chair
Ralph Benedetto, Science Department Chair
Steven Crowder, Humanities, Social Sciences and Fine Arts Department Chair
Allyson Daly, Language and Communications Department Chair
Laura Buddin, Dean Arts & Sciences Division

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	11/20/2025
Dean, Director, or AVP / Date:	<u>Laura Buddin</u>	11/24/2025
Administrator Approval / Date:	<u>Laura Buddin</u>	11/24/2025